A COMPARATIVE STUDY ON SOFT SKILLS AND TEACHING COMPETENCIES OF TEACHER TRAINEES OF GOVERNMENT AND PRIVATE TEACHER TRAINING INSTITUTIONS OF HARYANA

SHORT SYNOPSIS

Submitted in partial fulfillment of the requirement of the degree of

DOCTOR OF PHILOSOPHY

by

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DECLARATION BY THE SCHOLAR

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It is the work that is expected to be carried out under the supervision of Dr. Kiran Gupta. Further, it is declared that the short synopsis is within the plagiarism limit and copy of the same is attached as per the University norms.

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ABSTRACT

In the ever-evolving job market, hard skills aren't enough to land a job. hence, to survive in this competitive world and to get an edge over the competitors one must possess soft skills along with hard skills. Hard skills or technical skills are acquired through formal education or job experience whereas soft skills are a set of interpersonal and intrapersonal skills that relate to how effectively people interact with others and handle situations. Many industry sources reveal that only one in five recruits possesses soft skills. Employers nowadays are seeking far more than qualified candidates exhibiting essential soft skills. Thus, people from all vocations/professions should aim at developing their soft skills be they lawyers, doctors, or teachers. In Education, the teacher plays a central role in the entire teaching-learning process. Teaching is considered one of the noblest jobs that shape the future of the nation and its citizens. Teaching is the capacity of teachers of transmitting knowledge, skills, and experiences to its students/disciples. During this technological era, the task of the teacher has also become difficult. A teacher is required to perform multivarious roles both within and outside the classroom. To perform these roles/responsibilities effectively a teacher must possess essential knowledge as well as attitudes and skills. This is known as teaching Competency. Thus, to be competent in their teaching careers, teachers are expected to develop not only hard skills such as technical ability but also soft skills. The present study aims (i) to identify the level of soft skills and teaching competencies among secondary school teacher trainees (ii) the correlation between soft skills and teaching competency (iii) the integration of soft skills training in teacher education programs by teacher educators, and teacher training institutes and (iv) based on the findings of the study recommend curricular and pedagogical changes in teacher training courses. This study will aid in identifying ways and means to improve the soft skills and teaching competencies of secondary school teacher trainees. A Descriptive Comparative Research design will be employed to conduct a comparative study on the soft skills and teaching competences of pre-service teachers of government and private teacher training institutions. Both self-made tools and standardized tools will be used for the collection of the data. Appropriate statistical techniques will be used to analyse the data.

Keywords: - Soft Skills, Teaching Competency, Teacher trainees

TABLE OF CONTENTS

S.NO.	TOPIC	PAGE NO
1	INTRODUCTION	2
2	REVIEW OF RELATED LITERATURE	4
3	RATIONALE OF THE STUDY	7
4	OBJECTIVES	8
5	DELIMITATION	8
6	METHODOLOGY	9
7	RESEARCH DESIGN	9
8	TOOLS FOR DATA COLLECTION	9
9	SAMPLING	9
10	TOOLS FOR DATA ANALYSIS	10
11	TIMELINE	10
12	PROPOSED ARRANGEMENTS OF CHAPTER	10
13	EXPECTED OUTCOMES OF THE RESEARCH	10
14	REFERENCES	11

INTRODUCTION

In today's fast-changing competitive world mere possession of Knowledge is not sufficient. One needs to be skilled enough to survive and sustain in this competitive work Environment. Skills generally refer to an individual's ability to complete the assigned task or any particular task with determined results. These skills can be further categorized into Hard skills and soft skills. Hard skills also known as technical skills are gained through formal education or on-the-job training whereas soft skills also called life skills or people skills are an array of traits that make people different from each other to varying degrees. Soft skills are crucial to one's success in life, particularly in one's profession. They aid in one's success at work or in one's profession. In today's fiercely competitive corporate world, soft skills can make one stand out from the crowd of regular job seekers with common skills and abilities. Employers are increasingly looking for soft skills in addition to traditional qualifications. According to "LinkedIn's 2019 Global Talent Trends research, 92% of hiring managers and skilled professionals believe that soft skills are as important as or even more so than hard skills". Traditional hard skills are just as important as soft skills. Soft skills complement hard skills. Another research conducted by "Harvard University, the Carnegie Foundation, and the Stanford Research Centre concluded that well-developed soft skills account for 85% of job success, while technical and hard skills account for 15%". Hence, people of all vocations and professions should strive to enhance their soft skills.

Indian education system is one of the world's largest education system next to United states and China. Every year around lakhs of students pass out from universities in India however only a few of them are able to grab good jobs. The most pressing issue being lack of skills among other few. "According to the survey report produced by the Global Business Coalition for Education (GBC-Education), the Education Commission, and United Nations Children's Fund (UNICEF), pointed out that more than 50% of Indian youth will lack skills required for 21st century jobs by 2030". As a result, there is pressing need to make our employable workforce skilled enough as growth and progress of our nation depends upon its quality education and quality teachers. UNICEF in its another report has emphasized on the importance of integrating education with workforce readiness, soft skills, technical skills and entrepreneurship so that the youth can readily adapt to the work environment. NEP 2020 has also acknowledged the significance of soft skills such as communication, teamwork, problem-

solving, decision-making, analytical thinking, resiliency, etc as essential life skills. In order to impart or provide such type of education we need teachers who are skilled enough and possess essential soft skills themselves. Teachers are the greatest valuable assets of any education system. They are viewed as the backbone of education system. In ancient times the job of the teacher was majorly confined to transmission of knowledge. However, with the changing times, the job of a teacher has become more difficult and challenging. In todays globalized world, a teacher has to perform multiple roles daily i.e. The role of a professional, a planner, a manager, and leader, a knowledge transmitter, a counsellor, an innovator, a researcher, a reflective practitioner, a learner, and a technology adapter. Teachers in the 21st century must be prepared for the classroom in ways that they are able meet the need of today's society. They must be equipped with knowledge and skills that enable them to perform their duties effectively. This is referred to as teaching Competency. Teaching competencies can be defined as a set of professional skills, abilities, and knowledge that make a teacher effective. According to research, these competencies assist teachers in carrying out their duties effectively and efficiently. Furthermore, these competencies provide numerous opportunities to support the teaching and learning process. In reality, not all teachers have all of these skills and competencies. However, by practice, any teacher can acquire these skills and competencies.

REVIEW OF RELATED LITERATURE

REVIEW OF RELATED LITERATURE ON SOFT SKILLS

John, (2009) carried out a research study to investigate the significant improvement soft skills training program can bring forth in management students. The primary goal of the study undertaken was to find out the effectiveness of soft skills training on the soft skills level of management students and to find out key soft skills components that can be strengthened after subjected to soft skill training. 80 students (comprising both the experimental group and control group) were chosen as the sample for the present study. The nature of impact of soft skills training in management students was assessed by comparing their pre and post intervention soft skill levels. The findings show significant effect of soft skills training on soft skills of management students.

S., (2013) in his study titled "Effectiveness of soft skills training on soft skills and teacher behaviour of pre-service teachers with different levels of teaching ability and pupil's achievement" made an attempt to study the effect of Soft Skills Training programmes on soft skills and teacher behaviour of prospective teachers of Elementary level, as well as the transfer effect of soft skills training on pupil achievement. Forty pre-service teachers enrolled in the second year of a diploma in the education program at one of Mangalore Taluk's D.Ed. institutions were chosen as the sample for the study. Soft skills training was found to be more effective than conventional training in developing soft skills among pre-service teachers.

Ngang, Yunus, & Hashim (2015) conducted a study to discover integration of soft skills in teaching professional training from the perspectives of trainee teachers. fifteen prospective/Beginner teachers from five established public universities in Malaysia were interviewed. Based on the information recorded, six soft skills were considered crucial, while entrepreneurship skills were perceived as least important.

Sharma (2019) carried out a study on teacher training curriculum with regard to the development of professional skills in pre-service teachers. An attempt was made to identify the professional skills in secondary teachers deemed essential by peers, employers and teacher educators. To explore the key components of pre-service teacher education curriculum helpful in developing identified professional skills, to explore the major gap in teacher education curriculum in the development of identified professional skills, based on identified gaps prepare suggestive curriculum framework for Pre-service Teacher Education programme. A descriptive survey method was employed

for the present study. major gaps were found between industry expectations and actual skill development.

Reyhan Açam A. D. (2021) conducted a study on the soft skills of prospective teachers enrolled in teacher education programs in public universities in Turkey. The sample included 540 undergraduate students from four different state universities in Turkey. The findings revealed a considerable variance in the perception of soft skills with regard to pedagogy and year of study. No significant relationship was found between these Skills and Gender**.**

REVIEW OF RELATED LITERATURE ON TEACHING COMPETENCIES

Cheng & Cheung (2004) conducted a comparative study to explore school principals' and prospective teachers' perspectives pertaining to the ability/proficiency of newly qualified members of staff. The study shows that both school principals and novice teachers held similar views regarding the novice teacher's satisfactory performances.

Seferoglu (2005) made an investigation to determine the degree to which trainee teacher believe they hold teaching competencies enlisted by the Ministry of Education. Students of different departments from Hacettepe University made up the study group. The findings revealed a significant gender and departmental difference in teaching competencies among teacher candidates. In the categories of "managing instruction" and "personal development," females outscored males. In terms of departmental differences, Early Childhood Education participants appear to surpass Computer Education and Instructional Technology participants in the categories of "knowing the students" and "planning instruction.

Vincila (2009) carried out a research study to investigate the teaching proficiency among D.t.ed. students with regard to certain personality factors. A sample size of 300 D.T.Ed. students from Kanyakumari, Tirunelveli, and Tuticorin districts in Tamil Nadu were chosen for this study. The findings revealed that D.T. Ed. B.Ed. students have moderate level of teaching competency. Teaching aptitude and self-concept were also found to be average among D.T.Ed. students.

Zhu, C., Wang, D., Cai, Y., and Engels, N. (2013) examined teachers' key competencies in relation to their creative teaching performance. The study consisted of 200 secondary school teachers as participants. Teachers' educational competency, social competency, and technical competency were found to be significantly related to their innovative teaching performance.

Furthermore, a positive relationship with colleagues was discovered to be an important factor in instructors' innovative teaching performance.

Vidushy (2020) conducted a study on Teaching Competence with regard to Teaching Aptitude, Attitude toward teaching and Sense of responsibility among secondary school teachers. The current study aims to assess secondary school teachers' extent of teaching competence with regard to teaching aptitude, attitude towards teaching, and sense of responsibility, as well as to identify gender, location, and teaching experience differences. The study included 700 teachers from government high schools and government senior secondary schools from seven districts across Punjab. a significant and positive relationship was found between secondary school teacher teaching ability, teachers' perspective toward teaching, and sense of responsibility. Teaching ability, teachers' perspective towards teaching, and sense of responsibility were discovered as significant predictors of secondary school teachers' teaching ability in the present study.

REVIEW OF RELATED LITERATURE ON THE RELATIONSHIP BETWEEN SOFT SKILLS AND TEACHING COMPETENCIES

Priya (2011) carried out a research study to examine the relationship between soft skills and teaching competencies of secondary teacher education students. The study tried to ascertain the correlation between teaching competency and soft skill performance. Teaching competency was found to have a significant relationship with soft Skills.

Balakrishnan. R (2015) performed a research study on prospective teachers' soft skills in terms of teaching competency, emotional competency, and social competency. The objective was to assess (i) the level of soft skills, Teaching Competency, Emotional competency, and social competency of B.Ed. prospective teachers and (ii) the relationship between soft skills, Teaching Competency, Emotional competency, and social competency in relation to background variables such as gender, type of college, subject, locality of college, marital status, type of family, religion, and community. The study's findings revealed that prospective teachers possessed an average level of soft skills, also significant relationship was found between Soft Skills and Emotional Competency and Soft Skills and Social Competency, although no significant relationship between Soft Skills and Teaching Competency was found.

Baskaran (2017) undertook research to study the impact of soft skills on high school teachers' teaching competence. The primary goal of the research was to (i) determine the extent of soft

skills and teaching proficiency among secondary school teachers, and (ii) investigate the effect of soft skills on secondary school teachers' teaching competencies. The sample size consisted of 1000 secondary school teachers. The study's findings indicate a significant relationship and effect of soft skills on teaching competence.

Pachaiyappan, P., and M. Sadayakumar (2018). carried out a research study on soft skills in relation to the teaching competency of prospective teachers. a significant correlation was found between soft skills and teaching competency of B.Ed. trainee teachers.

STATEMENT OF THE PROBLEM

"A Comparative study on soft skills and teaching competencies of teacher trainees of government and private teacher training institutions of Haryana"

RATIONALE OF THE STUDY

Teachers' academic and social responsibilities have taken on a new dimension in this technological era, making the teacher's job more challenging. Thus, prospective teachers must not only be intellectually and technically competent but also be competent in their teaching careers, Teachers are expected to acquire and develop not only hard skills such as technical ability but also soft skills. However, in teacher education programs major focus is given to developing teacher trainees' technical skills whereas little or no importance is given to developing their soft skills. Teacher education programmes still remain conventional in nature and purpose. Teachers are prepared in competencies and skills that does not equip them for becoming professionally effective. The system still prepares teachers who are not professionally competent and committed at the completion of teacher preparation programmes. This highlights that Teacher education in our country requires a complete overhaul. "UNESCO commission report - Education for the 21" century - Learning the treasure within, has also laid emphasis on the orientation of pre-service and in-service teacher education for enabling teachers in acquiring intellectual and emotional qualities that a nation wants to be developed by them in their pupils" (Shrivastava, 2014).

The study will aid in examining soft skills and teaching competencies of teacher trainees of Government and Private teacher training institutions.

The study will aid in making a comparative analysis of the soft skills and teaching competencies of trainee teachers of government and private teacher training institutions and recommend curricular and pedagogical changes in teacher training courses based on the findings of the study.

OBJECTIVES

1. To examine the level of trainee teacher's soft skills of private teacher training institutions.
2. To examine the level of trainee teacher's soft skills of government teacher training institutions.
3. To examine the teaching competencies of teacher trainees of private teacher training institutions
4. To examine the teaching competencies of teacher trainees of government teacher training institutions
5. To compare the soft skills of trainee teachers from government and private teacher training institutes
6. To study the correlation between soft skills and teaching competencies of teacher trainees.
7. To explore the existing gaps in the teacher education curriculum with reference development of essential soft skills.
8. Based on the findings, recommend curricular and pedagogical changes in teacher training courses

DELIMITATION OF THE STUDY

The present study is delimited to teacher training institutes of Haryana only.

The present study is delimited to Secondary school teacher trainees only.

METHODOLOGY

RESEARCH DESIGN

For the current study Descriptive Comparative Research design will be employed to perform a comparative study on the soft skills and teaching competences of secondary school teacher trainees from government and private teacher training institutions.

TOOLS FOR DATA COLLECTION

Soft skill Scale- A questionnaire will be prepared to measure the soft skills of trainee teachers.

General Teaching competency scale developed by Dr. Vimal Vidushy and Dr. Nand Kishor will be used to measure teaching competencies of trainee teachers.

SAMPLING

Eight Teacher training institutes comprising both government and private teacher training institutions from four different districts of Haryana will be selected randomly. 50 teacher trainees from each government teacher training institutions and private teacher training institutions will be selected randomly. In total there will be 400 respondents in the samples.

DIVISION	DISTRICT	INSTITUTIONS		TEACHER TRAINEES		TOTAL
		Government Institutions	Private Institutions	Government Institutions	Private Institutions	
6	4	1 per District 1*4=4	1 per District 1*4=4	50 per institutions 50*4=200	50 per institutions 50*4=200	400

TOOLS FOR DATA ANALYSIS

Basic descriptive statistics (Mean, Standard Deviation, t-test, and ANOVA) will be administered using SPSS tools.

TIMELINE

The research is expected to be completed by December 2024

PROPOSED ARRANGEMENT OF CHAPTERS

The chapter scheme for the present study will be as follows: -

CHAPTER I will be the introduction.

CHAPTER II will include review of related literature.

CHAPTER III will discuss about research methodology.

CHAPTER IV will focus on data analysis and interpretations.

CHAPTER V will incorporate research findings, conclusion, and suggestions.

EXPECTED OUTCOMES

- The present study will contribute to the existing related literature.
- The present study will contribute in bringing quality enhancement/changes in the teacher education program.
- The present study will serve as a guide for teacher educators as well as other educators on ways and means to incorporate soft skills training into teaching programs to prepare trainers/students for today's professional world.

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Researcher: SOMI PATEL Registration Number: MRUEDDN012K210034

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by Somi Patel

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